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ABSTRACT

This handbook for pupil personnel workers traces the historical development of school psychology and the pioneering work in this field done in Illinois. The role and function of school psychologists are outlined, dealing with special education, consultation, inservice training, and program development. The legal authorization for school psychological services is outlined, and requirements for certification are described. The purpose of the school psychology internship program is discussed, and the relationship between the State Board of Education and local school psychologists is detailed. The materials also list publications of the Illinois Sate Board of Education which relate to school psychological services. (JAC)

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SCHOOL PSYCHOLOGY IN ILLINOIS

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FOREWORD

The Illinois State Board of Education is pleased to present these four Pupil Personnel Services documents entitled School Guidance and Counseling in Illinois, School Nursing in Illinois, School Psychology in Illinois, and School Social Work in Illinois. We hope that these documents will prove beneficial to local practitioners providing pupil personnel services.

The basic support for these handbooks was provided by Ms. Beth Bandy of the Department of Specialized Educational Services. Ms. Sheryl Poggi (School Guidance and Counseling), Ms. Bettye Endicott (School Nursing), Mr. Neil Browning (School Psychology), and Mr. Vaughn Morrison (School Social Work) of the same department designed and wrote the documents and will respond to any questions or comments.

Donald G. Gill
State Superintendent of Education

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HISTORICAL DEVELOPMENT OF SCHOOL PSYCHOLOGY

School Psychology is now in its second half-century. It has evolved principally as a result of efforts within the American educational system to develop schools which recognize and support the principle that each learner must be known, understood, and regarded as central in the educative process.

The history of the development of school psychological services, while relatively recent in its present form, began at the turn of the 19th century. In the later 19th century and the early 20th century, two developments prompted the interest of academic psychologists in public education.

The first of these developments was the establishment of a psychological clinic at the University of Pennsylvania under the direction of Lightner Witmer. Witmer's early subjects for psychological evaluations were students from the public schools of Philadelphia. From his work with these school children, he recognized the potential of psychological evaluation, as well as the need for close cooperation between the psychologist and public school personnel. More important for the subsequent development of school psychological services, Witmer noted the necessity for preparing a professional person who would be trained in both psychology and education. Witmer believed it was necessary to have qualified psychologists who could function effectively as full professional partners with the educators in the public schools. While the far-reaching effects of Witmer's early efforts were not to bear fruit for several years, the role of the academic psychologist in the public schools had been recognized. More important for the future, it was recognized that an academic psychologist needed special training to become a "school" psychologist.

The second important development in the history of school psychology occurred also during the early years of the 20th century. While this particular development did not have the general application of Witmer's work, it established a precedent for the psychologist functioning in the schools. The employment of Alfred Binet to develop certain procedures for selecting slow learners for special classes established the need for psychological examination of certain public school children. The testing movement, in association with Binet's work, was particularly significant as the development of individual and clinical scales for measuring general intelligence created a need in the public schools for a trained person to implement such assessment programs.

The influence of the development of educational psychology was also of major importance. The work of Thorndike, Skinner, Watson, and others promoted the relationship of the academic psychologist to the classroom setting. The psychologist's concern with educational matters led to close cooperation with public school educators who became interested in what the academic psychologist could tell them about the social, emotional, mental, and educational problems of the school child.

Another major development in the history of school psychology was the establishment and maintenance of psychological clinics designed specifically for use by the public schools. This particular development moved school psychology into the realm of clinical psychology. While the historical association of school psychology with clinical psychology is certainly

evident, modern school psychology has witnessed the development of psychologists who are specialists in such areas as experimental psychology, social psychology, and research psychology. This particular development was prompted, in part, by the educator's recognition of the special knowledge and skills which the psychologist could bring to the educational setting.

Developments in learning theory and personality theory were also significant for the advancement of school psychology. The educator was a trained specialist in those matters which pertained specifically to education. It remained, however, for the psychologist to interpret learning theory and personality theory to the educator so that his/her knowledge might be transferred operationally into psychologically sound classroom practices and techniques.

The growth of school psychology was also affected by the influences of mental health and child study movements. These two fields emphasized the importance of early mental hygiene work in the schools and the role of the classroom teacher in educational systems which were rapidly becoming increasingly child-centered. While instruction in the teacher institutions emphasized and interpreted this shift of child-centered education to its trainees, it remained for the psychologist to offer specific information regarding child care, curriculum planning, and educational techniques and methods.

The development of state programs of special education was also highly significant. The work of the Qualified Psychological Examiner in Illinois, although originally limited to the identification of certain types of exceptionality because of state reimbursement policies, was gradually expanded. A more detailed analysis of the influence of special education programs with specific reference to the State of Illinois will be presented later.

Illinois

Illinois has been cast in the role of pioneer in the field of school psychology. It was in Illinois that the first administrative department was created in a public school system to employ school psychologists to study the educational needs of children. In 1899, the Chicago Board of Education, at the urging of Walter S. Christopher, established the "Department of Child Study and Pedagogic Investigation" for the purpose of making surveys of the education programs to meet these needs. The effort was successful and special programs were established. Eventually, the staff of this department found most of its time devoted to individual examination of children for placement in special programs, but it is perhaps worth noting that the original intent of this department was much broader than determination of eligibility for special placement. The original goals included research on normative information related to learning in children, inservice education of teachers and school administrators, and research on curriculum and school programs suggested by teachers and other staff members of the school system.

The Illinois General Assembly recognized its responsibility for providing financial aid to public school districts for service to exceptional children with the passage of legislation in 1911. This legislation provided for state reimbursement for the excess cost of special education for those children who were considered delinquent by the courts. This original base

for reimbursement was broadened in 1915 to include those children who were considered truant and incorrigible. Eventually, these early provisions were expanded to include the physically handicapped, the educable mentally handicapped, as well as the socially maladjusted.

The early role of the Qualified Psychological Examiner in Illinois centered around the identification of those children who were eligible to receive the educational benefits described in Article XII, Section 6 of the 1945 School Code of Illinois:

> All special education facilities shall be subject to the general supervision of the Superintendent of Public Instruction. He shall be responsible for determining the eligibility of children to receive special education, except as he may delegate that responsibility to established child study bureaus or similar agencies; provided, however, that no child shall be eligible for such special education except upon the recommendation of or with the approval of a qualified psychological examiner. "Qualified Psychological Examiner" means a person who has graduated with a master's or higher degree in psychology or educational psychology from an institution of higher learning which maintains equipment, course of study, and standards of scholarship approved by the Superintendent of Public Instruction who has had at least one year of full-time supervised experience in the individual psychological examination of children, of a character approved by the Superintendent of Public Instruction, and who has such additional qualifications as may be required by the Superintendent of Public Instruction.

The function of the Qualified Psychological Examiner was, then, defined and interpreted along the lines of identifying those children who were being considered for state-approved programs of special education. Inasmuch as special education funds were used to reimburse local districts for a portion of the examiner's salary, definite restrictions were placed upon the examiner's services. The use of state funds for reimbursement of a portion of the salary of the Qualified Psychological Examiner determined also the status of the examiner within the administrative hierarchy of the local school district. Originally, the Qualified Psychological Examiner was responsible directly to the superintendent of schools, the director of special education, or to some other person appointed by the superintendent to serve in a supervisory capacity.

It should be noted at this point that there was no intent to restrict the psychologist's activities solely to determining the eligibility of children for special education classes as long as the absence of such restrictions did not interfere with the performance of the psychologist's primary functions with regard to making diagnoses, interpretations, and recommendations.

Due to the fact that many school districts did not have large enough special education programs to warrant the employment of a Qualified Psychological Examiner on a full-time basis and because other districts had not found it expedient to do so for other reasons, a special plan of psychological services was devised to meet the needs of the children in these areas. Qualified Psychological Examiners were employed to serve various areas in the State of Illinois. Area offices were established in certain school districts and were financed almost entirely by funds provided by the State Office of Education.

The area office was administered by the superintendent in whose district the office was based. The professional aspects of the area office, such as types of examinations, reports on examinations, and other bases of psychological work were administered by the staff psychologist in the Illinois Office of Education.

A chief area psychologist was at the head of each area office. Additional professional personnel in the form of an area psychologist and a clinical assistant were added to the staff of the chief area psychologist if the work load was such that assistance was required. In addition to identifying those children eligible for special education classes within the school district, the area psychologists also acted as consultants to special class teachers when problems arose with exceptional children. They also served in an advisory capacity to the school superintendents in such matters as the establishment of new classes for the educable mentally handicapped.

Priorities were established later for the work of the area psychologists. In scheduling their services, the area psychologists gave the first priority to those children who were being considered for placement in a program for the educable mentally handicapped and for those educable mentally handicapped children who were in need of reexamination. A second priority was given to those children whose intellectual eligibility for programs for the physically handicapped, the deaf and hard-of-hearing, and the partially sighted was being questioned. A third priority was given to those children who were referred to the area psychologist by the speech correctionist within the district. Such a referral was made only after the speech correctionist had worked with the child extensively and had determined that additional or supplementary assistance was needed. A fourth priority was granted to the visiting counselor program. The restriction governing the referral of a child by the speech correctionist also held in the case of the visiting counselor.

The experiences of these area psychologists and those psychologists who were employed full-time by a single school district raised certain serious questions regarding the implied limitations placed on the functions of the Qualified Psychological Examiner. The work of the examiner with the speech correctionist and with the visiting counselor, however minimal originally, established precedents for the eventual expansion of the services offered by the school psychologist.

The recognition of the need of psychological services for special education children other than the educable mentally handicapped, led eventually to a broadening of the base of the school law and to a widening of the function of the school psychologist. Article XIV, Section 1, of the School Code of Illinois, 1963, stated that:

> School boards of any school districts that maintain a recognized school . . . may . . . establish and maintain special education facilities for one or more of the following types of children . . .

Section 1 went on to include the physically handicapped child, the maladjusted child, the educable mentally handicapped, the trainable mentally handicapped, speech defective children, multiply handicapped children, and the gifted child.

It should also be noted that this same section of Article XIV of the 1963 School Code stated that:

> For the purposes of this and subsequent sections "special educational facilities include special schools, special classes, special instruction, special reader service for the visually handicapped children, transportation, maintenance equipment, therapy, psychological examinations ...

Futher broadening of the school psychologist role was heralded by the passage in 1965 of House Bill 1407 which instituted mandatory special education. Among other things, it changed the term "Qualified Psychological Examiner" to "School Psychologist" and altered the conditions for renewal of the permit. Where previous law had required"... evidence of the holder's having examined children for approved class..." the new law required "... evidence of having performed acceptable psychological work..." This change removed the sole emphasis from the "Psychometrist" role and opened the door for the utilization of the full range of a psychologist's training and skills.

Article XIV, Section 1-17, of the School Code of Illinois, specified also the special education services and facilities which the State of Illinois provided for exceptional children. A special handbook, Rules and Regulations to Govern the Administration and Operation of Special Education, 1964, was prepared to detail the specific rules and regulations for special education which were prescribed by the Department of Exceptional Children. These regulations were specified for each area of special education in an attempt to provide the framework for quality special education programs.

Since 1964, the Rules and Regulations to Govern the Administration and Operation of Special Education have undergone several revisions, the latest being in 1979. These revisions have continued to expand the role of the school psychologist in relation to special education.

Although mandatory special education originally established the primary need for school psychological services, school psychology in Illinois today is much more than evaluations for special education. School psychologists provide a wide variety of services to schools outside of the special education program.

During the 1970's, school psychological services continued to expand, both in terms of the numbers of professionals in the Illinois schools and in technology. In many situations, school psychologists found their programs enhanced by teaming with other pupil personnel services disciplines. In other cases, school psychologists improved their service delivery systems by closely linking their program planning efforts with the total school districts' efforts.

A great deal of effort is currently being addressed to the total school community as a social system. Focusing on system problems and consulting with teachers, administrators, and parents are shifts which school psychologists find effective and allow them to lend assistance to a greater number of people.

During this time period, the administrative structure of the State Board of Education underwent a reorganization in an effort to provide improved services and leadership to the field. In 1976, the Pupil Personnel Services Unit merged with the Department for Exceptional Children, creating a Department of Specialized Educational Services. This new department provided leadership and regulatory functions for gifted, handicapped and pupil personnel services programs. The Department during the next two years continued to provide direct consultative services to local districts in concert with regional program services teams.

Additional major programs implemented during this period were organizational development, process approach to planned change, research on the role of the school psychologist and the other pupil personnel services disciplines with exceptional children, classroom management, development and implementation of a five-year plan for career education, and state-wide inservice in the area of child abuse and neglect.

Concurrent with the implementation of these programs was extensive effort to reorganize the Department of Specialized Educational Services for more efficient, effective functioning. During the summer of 1978, this reorganization occurred. The traditional programmatic unit titles, i.e. gifted, handicapped, and pupil personnel services, were eliminated and replaced with functional titles, i.e. Grants and Contracts Unit and Program Design Unit within the Program Development Section and Program Approval Unit and Compliance Review Unit within the Program Approval Section.

To assure continued coordination of guidance and counseling programs within the new structure, the Executive Deputy Superintendent of the agency formed an agency-wide Guidance and Counseling Committee. Representatives of all relevant departments met periodically under the direction of the Assistant Superintendent for the Department of Specialized Educational Services. Expansion of the Guidance and Counseling Committee to include all pupil personnel services disciplines occurred in September, 1981. Major accomplishments of this committee included assisting the State Board of Education in the implementation of a State Board of Education policy on Pupil Personnel Services, development of the Pupil Personnel Services Recommended Practices and Procedures Manual, initiation of a state-wide survey of pupil personnel services professionals and continued sharing of information among the departments. The agency Pupil Personnel Services Committee provides coordinated leadership and direction to local districts and cooperative agreements in Illinois.

Implementation of the State Board of Education policy on Pupil Personnel Services, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model needs assessment and coordination of services continue to be priorities for the 80's for this committee.

School psychology in Illinois has offered many varied services through a diversity of state structures to the entire pupil personnel services movement in Illinois. This account highlights a few of the many accomplishments that have influenced the direction and scope of school psychology in Illinois.

ROLE AND FUNCTION OF SCHOOL PSYCHOLOGISTS

Today school psychologists are involved in a wide variety of activities in the schools. Although special education still serves as the basis for the functioning of many school psychologists, others seldom work only with special education students. Their activities include classroom consultation, curriculum development, inservice training, and program development with children and teachers in regular education programs. Some school psychologists are now serving in administrative positions, while others are doing research in the schools.

The type of services provided by school psychologists should be determined by the needs of the population (children) they serve. Unfortunately, the psychologist's role is sometimes determined by other factors such as the school system's budget, the philosophy of the superintendent of the Board of Education, or the attitude of other educational personnel or parents. In these situations, the school psychologist's services are used ineffectively and often abused. In determining how to most effectively utilize the school psychologists' skills, school systems should first conduct a needs assessment to determine what exactly the needs of the system are for psychological services. Based on the results of this assessment, school administrators can establish goals to fulfill those needs and develop objectives and activities to accomplish the goals. School psychologists should then be able to utilize their special skills to meet the needs of the children, parents, and educators they serve.

The following is a breakdown of those areas in which the Illinois State Board of Education requires school psychologist interns to develop expertise before receiving certification. This list provides a general view of the types of knowledge school psychologists should have and the types of services they should be able to provide.

1. Knowledge of public school organization and operation.
2. Knowledge of the role and function of school psychologists in a variety of educational settings and of the place of the school psychologist in the organization of the school district.
3. Knowledge of community resources and the effective utilization of those resources.
4. Appropriate development and use of skills in diagnosis, behavioral analysis, and therapy.
5. Development of effective communication and consultative skills and ability to engage in teamwork efforts.
6. Development and use of skills in research and evaluation.
7. Continued professional growth and development through inservice training, observation, and study; and an awareness of ethical considerations and legal aspects in school psychology and education.

This list is not meant to be exhaustive and should only serve as a general guide. Many school psychologists have skills which are not reflected in the above list, but are valuable to schools. These special skills can best be determined by the individual psychologist and should be utilized wherever appropriate in the school system.

Today in Illinois, school psychologists are serving in individual school districts, special education cooperatives, private schools, government education facilities, private clinics and guidance centers, hospitals, state institutions, the court systems, colleges and universities, research centers, and almost anywhere else children require psychological services. During the 1981-82 school year, over 1,000 school psychologists and school psychologist interns provided services to children in the public and private schools in Illinois. They have become a valuable asset to the educational systems of Illinois.

LEGAL AUTHORIZATION FOR SCHOOL PSYCHOLOGICAL SERVICES

School Pscyhological Services are authorized in the following documents:

A. The School Code of Illinois, Article 14, Handicapped Children

B. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1

C. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979

The specific portions of these documents pertinent to the provision of school psychological services include:

A. The School Code of Illinois, Article 14

This article of the School Code was substantially amended in the legislative session of 1965. Before being signed into law on July 21, 1965, Article 14 was H.B. 1407, by which it is frequently referred. Article 14 provides for a broad range of educational services available to handicapped children attending the public schools of Illinois. Items in the Code that are important for school psychological services are these:

1. The School Code of Illinois: 14-1.09 School Psychologist

"School psychologist" means a psychologist who has graduated with a master's or higher degree in psychology or educational psychology from an institution of higher learning which maintains equipment, course of study, and standards of scholarship approved by the State Board of Education, who has had at least one school year of full-time supervised experience in the individual psychological evaluation of children of a character approved by the State Superintendent of Education, and who has such additional qualifications as may be required by the State Board of Education, and who holds a permit from the State Superintendent of Education valid for 4 years and renewable upon application and submission to the State Superintendent of Education of evidence of having performed acceptable psychological work within the time period designated in the permit. Amended by P.A. 81-1053, Sec. 1, eff. Jan. 1, 1980; P.A. 81-1509, Art. II, Sec. 118, eff. Sept. 26, 1980.

2. The School Code of Illinois: 14-1.08 Special Education Facilities and Services

"Special education facilities and services" includes special schools, special classes, special housing, special instruction, special reader service, braillists and typists for visually handicapped children, sign language interpreters, transportation, maintenance, instructional material, therapy, professional consultant services, medical services only for diagnostic and evaluation purposes provided by a physician licensed to practice medicine in all its branches to determine a child's need for special education and related services, psychological services, school social worker services, special administrative services, salaries of all required special personnel, and other special educational services, including special equipment for use in the classroom, required by the child because of his disability if such services or special equipment are approved by the State Superintendent of Education and the child is eligible therefore under this Article and the regulations of the State Board of Education.
Amended by P.A. 80-1404, Sec. 1, eff. Aug. 25, 1978; P.A. 81-1053, Sec. 1, eff Jan. 1, 1980.

3. The School Code of Illinois: 14-1.10 Professional Worker

"Professional worker" means a trained specialist, and is limited to speech correctionist, school social worker, school psychologist, psychologist intern, school social worker intern, certified school nurse, special administrator intern, registered therapist, professional consultant, special administrator or supervisor giving full time to special education, and teacher of any class or program defined in this Article who meets the requirements of this Article, who has the required special training in the understandings, techniques, and special methods of instruction for children who because of their handicapping conditions are placed in any program provided for in this Article and who works in such program.
Amended by P.A. 81-343, Sec. 1, eff. Jan. 1, 1980.

In order for a school district/cooperative agreement to receive reimbursement for a school psychology program under this article, the school psychologist must be listed on the Request for Approval of Special Education Personnel, ISBE Form 50-44 (1/82). The reimbursement rate for each school psychologist/psychologist intern employed is as follows:

$$\frac{\text{Number of Days Employed}}{\text{Number of Days School Is in Session}} \times \$6,250.00$$

The $6,250 amount may be prorated depending on the annual decisions of the State Board of Education, the Illinois General Assembly, and the Governor's Office.

4. The School Code of Illinois: 14-8.02 Identification, Evaluation and Placement of Children

...No child shall be eligible for special education facilities except with a carefully completed case study fully reviewed by professional personnel in a staff conference and only upon the recommendation of qualified specialists. No child shall be eligible for admission to a special class for the educable mentally handicapped or for the trainable mentally handicapped except with a psychological evaluation and recommendation by a school psychologist...

B. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1 (October 1, 1977)

4-2.21 Pupil Personnel Services

To assure provisions of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

a. Guidance and Counseling Needs,

b. Psychological Needs,

c. Social Work Needs,

d. Health Needs.

7-6 Standards for Pupil Personnel Services

7-6.1 School psychologists, social workers in schools, and school guidance counselors shall hold a Type 10 or Type 73 Certificate with the appropriate endorsement.

7-6.2 According to Section 10-22.23 of The School Code of Illinois, all school nurses must be registered professional nurses. Any school nurse, first employed on or after July 1, 1976, shall hold a Type 73 Certificate with the school nurse ~~endorsement (Section 10-22.23 of~~ The School Code).

C. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979.

1. Rules and Regulations to Govern the Administration and Operation of Special Education: Special Education Related Services-Article 5.01 (1)(a,b,c)

The related services to be provided are:

School psychological services to and on behalf of students who require psychological evaluation and assistance in their educational or behavioral adjustment.

a. School psychological services shall include, but not be limited to:

(1) Screening of school enrollments to identify children who should be referred for individual study;
(2) Individual psychological examination and interpretation of those findings and recommendations which will lead to meaningful educational experiences for the child;
(3) Counseling and performing psychological remedial measures as appropriate to the needs of students, individually or in groups;
(4) Participating in parent education and the development of parent understanding;
(5) Consulting with teachers and other school pesonnel in relation to behavior management and learning problems;
(6) Consulting in program develoment.

b. School psychological services shall be available, in an appropriate quantity, to all children for whom the district is responsible.

c. School psychological services shall be utilized to assist in the process of developing an educational climate conducive to the optimum development of all children. Emphasis shall be placed on prevention as well as rehabilitation or indirect as well as direct services.

2. Rules and Regulations to Govern the Administration and Operation of Special Education: Identification, Evaluation, and Placement of Exceptional Children, Article 9.09(3)(i)

i. Specialized evaluations specific to the nature of the child's problems.

(1) A psychological evaluation by a certified school psychologist, with the extent to be determined by the individual situation, shall be required:

(a) In order to place any child in a special education placement for children with mental impairment (See Illinois Revised Statutes, Chapter 122, Section 14-8.02),

(b) In order to place any child in a special education instructional program,

(c) In order to place any child in a special education placement for children with behavior disorders,

(d) In order to place any child where there are questions about his or her intellectual functioning and/or learning capacity.

A psychological evaluation for all other children shall be considered optional.

As appropriate, the psychologist may limit this evaluation to a review of the results of tests administered by other school district personnel and/or the results of externally administered evaluations, an analysis of the learning environment and learning processes, participation in the multidisciplinary conference and such other procedures as deemed necessary.

3. Rules and Regulations to Govern the Administration and Operation of Special Education: Identification, Evaluation, and Placement of Exceptional Children, Article 9.11(2)(a, b)

Psychological evaluation of a child shall be performed by a certified school psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child.

a. If documented efforts to locate and secure services from such a psychologist are unsuccessful, the district may employ a qualified psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child; this person may act as a consultant to the district's certified school psychologist performing the evaluation.

b. The district having exhausted all other alternatives and not securing the services of either a certified school psychologist or a qualified psychologist who has demonstrated competencies in, and knowledge of, the language and culture of the child, the certified school pscyhologist regularly employed by the district shall conduct assessment procedures which do not depend upon language, or utilize the services of an interpreter. Any special education placement resulting from such alternative procedures shall be reviewed at regular intervals until the child acquires a predominantly English language-use pattern which will assure that a psychological evaluation given by a certified school psychologist will not be discriminatory or until the need for special education is substantially verified.

4. Rules and Regulations to Govern the Administration and Operation of Special Education: Identification, Evaluation, and Placement of Exceptional Children, Article 9.17

Recommendations made at the multidisciplinary conference shall be determined by consensus of the participating public school personnel; if an agreement cannot be reached, additional information shall be obtained. In considering a child with mental impairment, a certified school psychologist must concur with the child's eligibility based on the results of a psychological evaluation.

5. Rules and Regulations to Govern the Administration and Operation of Special Education: Definition of Terms - Article 1.06b

Psychological Evaluation:

An individual evaluation of the child's functioning in the cognitive, psychomotor, social/emotional, and academic achievement or aptitude areas using appropriately validated formal and informal tests and evaluation material.

SCHOOL PSYCHOLOGIST CERTIFICATION

Legal authorization to function as a school psychologist in Illinois and to be eligible for reimbursement requires that the applicant obtain a School Service Personnel Certificate (Type 73) with the school psychologist endorsement.

The only available route for certification in the area of school psychology as of July 1, 1981, is upon completion of an approved program. The Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education lists all recognized Illinois institutions. Individuals who complete approved programs in Illinois follow the regular procedure for certification through the institution's entitlement program. School Psychology internships are required as a part of an approved program. The approved university graduate programs in school psychology are listed below.

Out-of-state candidates may apply by transcript evaluation when presenting evidence of holding a comparable certificate issued by some other state or upon completion of an NCATE program. If the individual has qualified in another state, application should be made through a Regional Superintendent of Schools for a transcript evaluation of credits. Out-of-state candidates are required to fulfill the Illinois school psychologist internship requirement. This may be fully or partially waived based upon a review of the candidate's training and experience.

Additional information on certification requirements is found in the Illinois State Board of Education Minimum Requirements for State Certificates. Persons desiring employment in the City of Chicago are advised to contact the General Superintendent, Chicago Board of Education, Chicago, Illinois.

Approved Graduate Schools in School Psychology

Eastern Illinois University
Department of Psychology
Charleston, IL 61920

Governors State University
College of Human Learning
and Development
Park Forest South, IL 60466

Illinois State University
Department of Psychology
DeGarmo Hall
Normal, IL 61761

Loyola University
Department of Educational
Psychology
820 North Michigan Avenue
Chicago, IL 60611

National College of Education
2840 North Sheridan Road
Evanston, IL 60201

Northern Illinois University
Department of Psychology
DeKalb, IL 60115

Southern Illinois University-
Carbondale
Department of Guidance and
Educational Psychology
Carbondale, IL 62901

Southern Illinois University-
Edwardsville
Department of Psychology
Edwardsville, IL 62025

Western Illinois University
Department of Psychology
Macomb, IL 61455

Supervisory Endorsement

The holder of the School Service Personnel Certificate may have the added endorsement for supervision upon:

1. Presentation of evidence of possessing a master's degree or higher from a recognized institution of higher learning;

2. Presentation of evidence of possessing eight semester hours of graduate professional education which shall include at least one course that relates primarily and explicitly to the supervision of personnel, and one course primarily and explicitly relating to the administration and organization of schools;

3. Presentation of evidence of at least two years of appropriate school service personnel experience.

Individuals who feel that they qualify for the Supervisory Endorsement should submit all official documentation and their certificate for review through an Educational Service Region Office.

SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM

The Illinois State Board of Education has historically encouraged local public school districts and cooperative agreements to participate in the training of prospective school psychologist interns. Currently the agency provides reimbursement for school psychology internship programs which meet the programmatic requirements of the Illinois State Board of Education and the approved graduate training programs in school psychology.

The primary purpose of the school psychology internship program is to develop within the intern the knowledge base and skill level necessary to become a competent certified school psychologist. The internship is designed to be a training experience, not one requiring service from the intern. In addition to the direct supervision provided by the supervising school psychologist in the district or cooperative agreement, the approved university training programs maintain direct contact with the internship programs. The intern is expected to meet the objectives outlined in the Manual for School Psychology Internship Programs prior to being recommended for certification by the supervising school psychologist and completing the approved university training program.

Any local public school district or cooperative agreement who wishes to participate in the school psychology internship program may obtain the specific requirements, application procedures, and forms by contacting the Department of Specialized Educational Services, Illinois State Board of Education. Agency personnel are available to offer guidance and assistance to school districts contemplating participation in the program.

STATE BOARD OF EDUCATION IN RELATION TO LOCAL SCHOOL PSYCHOLOGY PERSONNEL

The Illinois State Board of Education attends to the needs and concerns of school psychologists in many ways. The following is a brief description of a few of the more visible efforts.

State Board of Education Policy on Pupil Personnel Services (Adopted June, 1981)

Preamble

In recent years the role of pupil personnel services in relation to students with special needs has been defined in law and regulations and supported with categorical funds. These actions have tended to obscure the fundamental role of pupil personnel services in helping "...elementary and secondary schools to provide optimum teaching and learning conditions for all persons involved." (Goals Statement, p.8) Pupil Personnel Services include by definition guidance and counseling, school psychology, school social work, and school nursing services organized to meet the needs of all students and to support the education program of the schools.

The State Board of Education adopts the following principles and policy to make clear the aims and priorities which should guide state and local development and provision of pupil personnel services.

Principles

1. Pupil personnel services is an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Policy

The State Board of Education, through the use of agency staff and resources, shall encourage local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education programs.

Pupil Personnel Services (PPS) Advisory Board

The purpose of the Pupil Personnel Services Advisory Board is to provide leadership for the effective delivery of Pupil Personnel Services to students, communities, and schools.

The Board is composed of 15 members. Members are appointed to represent each of the four pupil personnel services disciplines from each of the three geographic areas (north, central, south) of the state. The additional three members are representatives at large. Generally, these members consist of two pupil personnel services administrators and one local school district superintendent.

Members are selected and appointed by the Assistant Superintendent of the Department of Specialized Educational Services. Individual members serve for three years on a rotating, staggered schedule and may be reappointed. PPS Advisory Board members are selected for their demonstrated leadership and communication skills.

Some examples of areas in which the Advisory Board has made recommendations in the past include:

1. Criteria for a supervisory endorsement on the Type 73 Certificate.

2. Criteria for the approval of directors of pupil personnel services.

3. Criteria for the approval of school social work and school psychology internship programs.

4. Positions for guidelines and policies on:

   a. Confidentiality of student information.
   b. Corporal punishment.
   c. Pupil Personnel Services.

5. Criteria for the identification of exemplary programs.

6. Criteria for the development of the Pupil Personnel Services Recommended Practices and Procedures Manual.

7. Components of a comprehensive needs assessment.

Pupil Personnel Services Committee

The State Board of Education Pupil Personnel Services Committee is comprised of agency employees who have a background and work responsibility in the area of pupil personnel services. The PPS Committee meets regularly and provides coordinated leadership and direction to local school districts and cooperative agreements in Illinois. The committee has undertaken tasks including implementation of the State Board Policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model PPS needs assessment instrument, and coordination of services.

Department of Specialized Educational Services

Department of Specialized Educational Services personnel provide direct and indirect services to school social workers in local districts and cooperative agreements. Examples of these services include providing technical assistance, acting as a liaison to university training programs, proposing and reviewing prospective legislation, conducting inservice sessions, working with appropriate organizations, responding to inquiries regarding role and function, monitoring programs for compliance, administering the school social work internship program, responding to inquiries regarding laws and regulations, developing materials, analyzing statistical data, and disseminating information.

Certification and Program Approval

The Professional Relations Department, Teacher Education and Program Approval Unit, works with the professional associations and university programs to determine certification standards for school social workers and approve university programs of study leading to certification.

Dissemination of Information

The State Board of Education publishes many pamphlets, brochures and other materials for use by school social workers. A list of publications available to school social workers appears at the end of this Handbook. In addition, articles regularly appear in the Department of Specialized Educational Services Management Bulletin concerning pupil personnel services activities and concerns in general and the provision of school social work services specifically.

PUBLICATIONS

Publications currently available from the Illinois State Board of Education which relate to school psychological services include the following:

Manual for School Psychology Internship Programs
Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education
Films, Filmstrips, Pamphlets, Tapes, and Records
Multimedia Approach to Promote PPS
Pupil Personnel Services Needs Assessment
Pupil Personnel Services Recommended Practices and Procedures Manual (all disciplines of PPS Services)
Pupil Personnel Services Survey - 1980
Resource Materials. Parenting, Child Abuse, and Birth Defects
The Abused and Neglected Child Reporting Act (DCFS)*
Understanding Child Abuse (DCFS)*
Rules and Regulations to Govern the Administration and Operation of Special Education
School Psychology in Illinois

*These documents may be obtained from the Department of Children and Family Services.

Professional School Psychology Journals and Bulletins

School Psychology Review
NASP
2953 Silver Lake Blvd.
Cuyahoga Falls, Ohio 44224

Journal of School Psychology
Human Sciences Press
72 Fifth Avenue
New York, New York 10111

Psychology in the Schools
Business Office
4 Conant Square
Brandon, Vermont 05733

Communique**
NASP
2953 Silver Lake Blvd.
Cuyahoga Falls, Ohio 44224

School Psychology in Illinois**
c/o Mark Swerdlik, Publisher
Department of Psychology
Illinois State University
Normal, Illinois 61761

The School Psychologist
(APA Division 16 Newsletter)
c/o Steve DeMers
532 Woodbine Drive
Lexington, Kentucky 40503

**Advertisements for the recruitment of school psychologists may be placed in these publications.